

The evaluation year in review

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What did we do????

- 1) In-depth interviews with Iowa Nutrition Network School Grant Program Contractors
- 2) Incept interviews for *Play Your Way*
- 3) Focus groups with 3rd graders



Interviews with Contractors

► **Purpose:**

- Establish what PSE efforts contractors are currently involved in
- Identify PSE efforts that contractors are interested in
 - Identify why they are interested in a PSE effort or why they are not interested in a PSE effort
 - Identify what stage of readiness they are in to tackle a particular PSE effort
- Describe school/community PSE efforts contractors are aware of
- Identify current and potential partnerships

► **Method:** Telephone interviews

► **Sample:** 11 agencies, 22 people

	School nutrition	Physical activity	School breakfast	Summer feeding	Access to water	School trainings	Chefs Move to Schools	Farm-to-school	Smarter Lunchroom	Recess before lunch	Wellness committee	School gardens	Walking school bus	Joint-use agreements	Parent connections
A	+	+	+	+	*	*		+		*	+	+	*	+	*
B	+	*	+	+					+		+	+	*	+	+
C	+	*	+	+	*	+	+	+	+	*	+	+	*	+	+
D	+	*		+		+					+	+	*		+
E	+	*	*	*	*						*			*	*
F	*	+	*	*								*			
G	+	+	*	+	+	*		+	+	*	+	+	+	*	+
H	*	*	+	+		*			*	*	*	+	*	*	+
I	*	+	*	+	*						*	+		*	+
K	+	*	*	*		*		+	*	*		+	*		+
L	*	*	*	*	*	+				*	*	+	*		+

Themes

- ▶ ***Involvement in PSE activities***
- ▶ ***Interest in PSE activities***
- ▶ ***Community activity***
- ▶ ***Differences between types and location of contractor agency***
- ▶ ***Barriers to involvement***
- ▶ ***Individual school responsibilities***
- ▶ ***Role of Food Corps***



Implications

- ▶ There is a lot going on
- ▶ How to support existing efforts?
- ▶ How to guide people in new directions?



Limitations

- ▶ What counts?
 - ▶ What are PSEs?
 - ▶ What is involvement?




Intercept interviews

► **Purpose:**

- *Are parents aware of the social marketing messages?*
- *Do parents recall seeing/hearing the social marketing messages?*
- *Where do parent recall seeing/hearing the messages?*
- *What are parents' reactions to the social marketing messages?*
- *Have they taken any action as a result of seeing/hearing the messages?*

► **Method:** intercept interviews, unprompted & prompted

► **Sample:** parents of elementary school children in locations with *Play Your Way* billboards (n = 217 at 9 locations)



In the last two months do you recall seeing
any signage related to physical activity in
your neighborhood or near your child's
school? (n = 217)

31.8% said yes!

If participant answered Yes to “*In the last two months do you recall seeing any signage related to physical activity in your neighborhood or near your child’s school?*” **Please tell me anything you remember about what you saw?** (Open-ended) (n = 66)

Response	Frequency	Percent
Identifies a different campaign	32	48.5%
Identifies <i>Play Your Way</i> or <i>PABS</i> messaging	16	24.2%
Identifies materials from school	9	13.6%
Observed physical activity	7	10.6%
Unsure of what to answer	2	3.0%

Do you remember seeing a billboard advertisement that looked like this (show posters) in your community over the past few months that uses the phrase *Play Your Way. One Hour A Day?* ($n = 217$)

28.6% said yes!

If participant answered Yes to “Do you remember seeing a billboard advertisement that looked like this (show posters) in your community over the past few months

that uses one of the phrase *Play Your Way. One Hour A Day?* **Thinking**
about the ad you saw, what do you think was
the main message it was trying to get across?
(n = 58)

Response Theme	Frequency*	Percent
Action, change-based messaging	50	86.2%
Indicates recognition but no messaging	9	15.5%
Negative messaging / Does not know	4	6.9%

**Some responses met criteria for multiple themes, and were counted twice*

If participant answered Yes to “Do you remember seeing a billboard advertisement that looked like this (show posters) in your community over the past few months that uses the phrase *Play Your Way. One Hour*

A Day? **Have you taken any action after seeing the message?** (n = 55)

Response Type	Frequency*	Percent
Behavior Change	25	45.5%
No Action	27	49.1%
Contemplation	3	5.5%

What do you think is the main message of this ad? (*n* = 199)

Response Type	Frequency	Percent
Increase Physical Activity	147	73.9%
Decrease Screen Time	16	8.0%
Connectivity	8	4.0%
Fun, Enjoyment	9	4.5%
Overall Health, Diet	8	4.0%
Other	11	5.5%

**Does this message make you want to
change something about your child(ren)'s
physical activity? (n = 196)**

Response Type	Frequency	Percent
Increase Physical Activity	58	29.6%
No Change	103	52.6%
Decrease Screen Time	12	6.1%
Parent Involvement	7	3.6%
Overall Health, Diet	6	3.1%
Contemplation	5	2.6%
Other	5	2.6%

Implications & Limitations

- ▶ What does recall have to do with behavior?
- ▶ What impacts recall?
- ▶ Convenience sample
- ▶ Who are we missing
- ▶ Just perceptions and self-report



Focus groups

- ▶ **Purpose:** Assess child perceptions of and attitudes towards program, better understand if, when and how children ask for F & V, what children report as parent response
- ▶ **Method:** focus groups with drawing and role playing activities
- ▶ **Sample:** 3rd graders at 3 locations (n = 30)



Results

► F & V tasting

I liked the strawberries because they were sweet and they were juicy.

My favoritest one is... that I tried is oranges. And because they are juicy and super good.

R: I didn't like the cauliflower.

I: Okay, why didn't you like the cauliflower?

R: Because it tasted so plain, and it looks...It looks rotten.

R2: Yeah, it looks like

Activities

Definitely charades because we got to act out our favorite sport.

R: I didn't really like the part where... I don't really like the stories.

I: Okay. Like you are talking about like the plants and stuff?

R: Yeah.

R2: Yeah. We already know them.

Bingo cards

R: I brought it home and I crossed everything off... anyway, ummm... and I brought it home every time but a lot of the times I did forget-- I had everything crossed off but then I'd forget to bring it.

I: Okay so what happens when you got the new Bingo card then and you took it home? Did mom or dad ever help you fill it out?

R: Well, no I just did it. They just signed it for me.



I: Okay, so you did take it home. Have you shown it to your mom and dad?

R: No...no. I just tried to cheat and-- so they're all filled in.

PABS facilitator

R: I'll be happy.

I: You'll be happy? Why would you be happy when she came in?

R: Because she—we always do activities and we get to try all new kinds of snacks.

Parent-child communication around F & V

► Asking

I: You asked for grapefruit. How did you ask for grapefruit? What would you probably have said?

R: 'Can I please have some grapefruit?'

I would ask, um, 'Dad can you give some asparagus?' and then I ask him a couple of times the same way. And then I would say, 'Dad, can we please please have some asparagus?'

I'll be like 'Dad, can we get this?' He says no and then when we end up passing it again I say 'Dad can we get this?' And I say it in a mean tone. And then he says no we can't, and then I get all mad and I flip out and then he buys it and I say he owes me and when he tries to put me in the cart so I wouldn't touch too many things.

Please. Please. Please. Can we please have some carrots. I'm down on my knees... Please! Please get me the carrots!



Um, I asked my dad if I can have some mangoes and he usually says 'Yeah' because he knows I like it. Um, then here's him saying 'yeah' and here's the mangoes and the—yeah.

R: My other picture is—she feels proud. Proud.


I: Who feels proud?

R: My mom.

I: Your mom feels proud? What is she feeling proud for?

R: Me asking...She's proud...She smiles.





I: Okay. So what if mom says no? What do you do then? Do you ask again? Or do you let it go?

R: I just wait a couple hours or for a few days. And then I ask her again and again and again until she gives me.

I: And so then she'll say yes if you ask a lot?

R: Yes.





R: Well, sometimes, and my mom says, "Well, we'll see." And we come waaayyy back toward the front and then..."maybe."

I: Okay! So sometimes you get it when you ask for it.

R: First we'll have to check the price.

I: Yep. Price is really important for grown-ups. That's a good point.

R: And then if she has enough money for it, she said "yes."

Walmart



Save-a-lot

yes.
I'm
going to
eat it!



can
I get
some
strawbe-
ries?



are
you going
to eat
it?



Implications

- ▶ Kids love the program
- ▶ Kids have strong opinions about what they like and don't like
- ▶ Kids do ask, but could become more effective askers.

Limitations

- ▶ Kids
- ▶ Behavior
- ▶ Recall

Overlap with what parents said

- ▶ Positive thoughts and feelings about program
- ▶ Like that kids want F & V
- ▶ Asking perceptions are similar



Questions?????